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ABSTRACT

This manual describes procedures commonly used to plan and implement bilingual vocational training (BVT) programs for individuals who are limited English proficient (LEP). An introductory section examines the purposes of BVT and outlines a general model consisting of seven components: targeted recruitment, diagnostic rather than exclusive intake and assessment, adapted vocational instruction, vocational English as a Second Language (ESL), counseling and support services, job development and placement geared to the special needs of the LEP population, and coordination of these six elements in order that each element supports the others. An additional bilingual and academic basic skills component is suggested for secondary school programs. The first of two sections presents specific procedures and makes suggestions for planning a BVT program in the areas of need assessment of the local LEP population and the local job market; developing support and assessing resources; staffing; staff development; and outreach/recruitment and initial screening. The final section discusses these aspects of program implementation in greater detail: intake and assessment, bilingual vocational instruction, vocational ESL instruction, counseling and support services, job development and placement, and program evaluation. References and additional resources are provided within each subsection. (MSE)

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EMPLOYMENT TRAINING

for

LIMITED ENGLISH PROFICIENT INDIVIDUALS

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A MANUAL FOR PROGRAM DEVELOPMENT

Curtis H. Bradley

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EMPLOYMENT TRAINING

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LIMITED ENGLISH PROFICIENT INDIVIDUALS:

A MANUAL FOR PROGRAM DEVELOPMENT

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INTRODUCTION

During the mid 1970s, the United States Congress found that one of the country's most acute problems involves the millions of persons whose abilities to benefit from vocational education are severely restricted by their limited English proficiency. As a result, special federal funds were earmarked for the creation of Bilingual Vocational Training (BVT) programs.

BVT is job training for persons of limited English proficiency who are unable to benefit from vocational training when it is provided only in English. A BVT program uses both the trainees native language and English during instruction. However, there is increasing use, as well as reinforced student practice, of English throughout the program.

The purpose of this manual is to describe the procedures commonly used to plan and implement BVT programs. It is important to note that federal BVT programs are intended for limited English proficient (LEP) adults and out-of-school youth and provide special funds to establish the programs and services you will read about here. However, funds may be attained from such other sources as Title VII, of the Elementary and Secondary Education Act (administered by the U.S. Department of Education), the Job Training Partnership Act (JTPA, administered by the U.S. Department of Labor), Migrant Education (under the U.S. Department Education), Refugee Assistance (under Health and Human Services), and the Special Needs set aside funds under the Carl Perkins Vocational Education Act. In addition, BVT programs can also be established in business and industry using company funds.

The Purpose of BVT

The purpose of bilingual vocational training is to prepare limited English proficient individuals to perform satisfactorily in work environments requiring English language skills. BVT teaches both the job skills and the English that are needed in training and on the job. English is used as much as possible to prepare trainees to work in jobs where English is the dominant language.

Traditionally, LEP individuals have been excluded from job training programs until they attained proficiency in English. Yet it is impractical for most LEP persons to spend long periods of time mastering English prior to enrolling in vocational or other job training. In fact, it is not necessary for them to master English before beginning job training, especially when the BVT model is used.

Experience has shown that LEP persons can complete job training just as successfully and in the same amount of time as their English-speaking peers when the BVT model is used. In addition, when the BVT model is used, LEP individuals master the English skills that will enable them to work successfully in an English language work environment. Therefore, BVT allows LEP persons to participate in job training as soon as it is needed without requiring the prior mastery of English. BVT hastens the process of moving from the ranks of the unemployed and underemployed to productive and contributing citizenship.

The BVT Model

BVT programs are developed and conducted in many different settings, including community-based organizations (CBO's), public and private vocational schools and centers, high schools, community colleges, and actual workplaces. These programs vary in the way they are organized as well as in how each program component is implemented. Ideally, a program should provide some form of several specific components. However, providing even one of the components can improve access to and services in job training for LEP persons tremendously.

The BVT Model has evolved, over time, from having three components to seven. The Original three components are still considered to be the most critical. They are bilingual vocational instruction, vocational ESL instruction, and the close coordination of the two. The most recent description of the model was presented by Friedenberg in 1987. It includes the following seven components, with an optional eighth component for secondary schools:

1. Recruitment targeted specifically to LEP individuals (examples: promoting information in the potential trainees' native languages; advertising in the native language mass media)

2. Intake and assessment procedures that are both appropriate and diagnostic rather than exclusionary (examples: the testing of vocational interest and aptitude in the native language, English language proficiency, and native language proficiency)

3. Adapted vocational instruction so that students do not have to master English before they begin learning a trade (examples: using bilingual instruction and materials and simplifying English)

4. Vocational English as a second language (VESL) instruction that is taught by a trained ESL instructor and focuses specifically on the students' vocational areas (examples: auto mechanics ESL, food services ESL, cosmetology ESL)

5. Counseling and support services that take the special needs of LEP individuals into account (examples: referring students to appropriate agencies and ethnic CBOs that can provide immigration counseling and social and health services in the native language; offering bilingual and culturally sensitive personal and professional counseling)

6. Job development and placement geared to the special needs of LEP individuals (example: foreseeing and counseling for employability problems resulting from cultural differences; preparing employers for LEP and culturally different employees)

7. Coordination of the above six elements so that each supports the other (example: making sure that the VESL and vocational instruction are coordinated so that the VESL instructor is teaching the vocabulary and grammar used in the vocational classes)

The optional eighth component is bilingual academic and basic skills instruction which is mostly appropriate for secondary students and which is often provided by Title VII bilingual education programs.

PART ONE:

PLANNING A BVT PROGRAM

I. DETERMINING THE NEED FOR BVT

The first step in planning any training program is to determine the need for such a program. For a BVT program this means two things:

1. determining the needs of the local LEP population and

2. determining the needs of the local job market.

Accurate information about the target population, as well as the job labor market is essential to effective program planning and development.

In practice, information about the local job market and the local LEP population is gathered concurrently. They are presented separately here because discussing them together can make them seem overwhelming. However, when time and resources permit, BVT planners prefer to conduct a community survey to determine both of these needs simultaneously as well as to identify community resources. Planning a community survey is discussed in the "Developing Support and Assessing Resources" section of this manual and should be considered a comprehensive method of determining needs and resources. Local job market needs are discussed first because of their critical importance to the success of the program.

Local Job Market Needs

A primary goal of BVT is to have individuals successfully employed in the types of jobs for which they were trained. This goal can only be achieved if there is a reasonable supply of these types of jobs in the local job market.

To ensure that the job skills in which students are trained are truly "marketable," the planning process should include a careful analysis for assessment of current local labor market needs and projected future needs. This information enables the program to focus on skill training areas that will feed into jobs for which there is a demand. Such an analysis may also guide program planners in identifying specific local businesses or industries with which the BVT program might form partnerships.

In order to conduct an effective local job market needs assessment, you must know <u>what</u> information to get as well as <u>where</u> to get it.

What Information to Get

The following seven questions will serve as a guide in determining what kinds of information you should get.

1. Which types of jobs will be in demand in the local community for the next five years?

The identification of types of jobs in answering this question should be very specific, such as "Nursing Assistant" rather than a general category of "Health Occupations."

2. What is the present and projected supply for these types of jobs?

If the current and projected worker supply for particular jobs is so high that it meets or exceeds the demand, these should not be selected as the focus for training. It is best to focus on jobs that have a high expected growth rate in percentage, as well as actual numbers of expected positions.

3. Which job types should the BVT program select as the ones for which it should provide training?

This question may need to be considered in conjunction with the resources the program already has available as well as with the cultural backgrounds of the trainees. For example, suppose that a sponsoring organization already has a child care (CDA) training program in place, but not an air conditioning and refrigeration program, and that both of these jobs as shown to be in high demand as a result of answering the first two questions about the local labor market. The organization already has experience, facilities, and other resources that can easily be adapted to a child care BVT program. Air conditioning and refrigeration training would require different facilities and resources, and would be a completely new, untried venture. This organization would probably focus its labor market analysis on BVT in childcare and not on air conditioning and refrigeration. However, if most of the potential trainees are males whose cultural backgrounds frown upon male child care workers, extra time and energy would have to be allowed for the recruiting process or arrangements would have to be made to offer a refrigeration program as well.

4. What are the general requirements for employment in these types of jobs?

Only general information about the occupation is needed during the labor market needs assessment. For example, does employment in the skill area require formal certification or licensing? Will trainees have to take a special test? Is the test available in languages other than English? Can the appropriate training generally be completed in a few months or does it take a two-year period? The length of time required by the training will have to be matched to the BVT program's available resources and to the time the trainees will most likely have to participate. (A detailed analysis of the actual skills required to perform the job should be conducted during the curriculum development phase of planning the BVT program.)

5. What level of English skills is required by these types of jobs, and is it likely that the BVT trainees will meet those requirements by the end of the training period?

Some jobs require higher levels of English ability. For example, many LEP individuals have been trained to operate word processing equipment and are successfully employed using machines to enter text. However, many word processing jobs require the individual to edit and make occasional judgments from the context as to what the writer really meant, functions that require high levels of English ability. On the other hand, it is possible to consider flexibility in a chosen trade. For example, an air conditioning and refrigeration trainee may not have the English skills to make housecalls in English-speaking communities at first, but could begin by working with others in an industrial setting.

6. What are the major work characteristics (e.g., wages, physical environment, hours) of the job types being considered?

Some work characteristics may serve to inhibit the trainees from taking jobs in that area. For a parent of a large family, entry-level wages might not exceed what he or she could obtain from public assistance payments. Thus, the chances of the trainee actually accepting a job would be reduced. Some cultural characteristics may deter trainees from taking certain types of jobs. For example, religious beliefs might prohibit them from working in a meat processing plant, working on certain days, or wearing certain kinds of clothing.

7. Are there related requirements that should be considered?

If a driver's license is required, if transportation to the job site is difficult, or if union membership is required, then these additional difficulties will have to be overcome. Otherwise, such job types should not be areas of preparation offered in your program.

Where to Get Job Market Information

Program planners find it useful to gather job market information from two places: agencies and employers. First, as much information as possible should be gathered from one or more of the agencies or organizations concerned with local labor market information. Then contact should be made with actual employers. Some of the agencies or organizations that provide useful labor market information include the following:

1. State Occupational Information Coordinating Committees (SOICCs), which develop occupational information systems to serve the needs of vocational education and job training programs in most states.

2. State Career Information Delivery Systems (CIDs), which produce descriptive materials on specific occupations, information on training and other requirements, wage and salary data, and related economic information. To the extent that labor market data permit, information is localized in CIDs.

3. State employment security agencies, which, in their Research and Analysis Division or Labor Market Analysis Division, collect or develop and analyze employment and unemployment data, labor force projections, and occupational outlook information. Most large cities and heavily populated areas have a local Employment Services branch office.

4. Job Training Partnership Act (JTPA) programs, which are generally very much in touch with local labor market needs. These programs may be contacted through the local Private Industry Council (PIC).

5. Local Chambers of Commerce and other business-oriented groups, which often have reports summarizing their own formal studies of the local job market.

When local labor market information is not readily available or the information that is available is inadequate, a survey can be conducted. However, most successful planners conduct a survey of local employers in the early stages of planning, regardless of the amount of information that is available from other sources. They survey employers to verify labor market information and to begin developing positive relationships. This survey may be an independent activity, or it may be one component of a larger "community survey." The following methods may be used to survey employers.

- Mailed questionnaires
- Personal interviews
- Telephone interviews
- Group discussions
- A combination of the above methods

Each of the above survey methods has obvious advantages and disadvantages. For example, mailed questionnaires are less expensive and less time-consuming to use than personal interviews. However, mailed questionnaires do not help develop personal relationships. They are also easily forgotten or ignored by the receivers and, even when completed, do not allow for indepth discussion of unclear points. Planners must compare the potential outcome of each survey method and the available resources before deciding how to conduct the survey. Generally, a combination of all the above methods will be used when there are many employers to survey.

Assessing Needs of LEP Individuals

Program planners need to document the problems and needs of the LEP community in order to plan an effective program and to make a strong case for acquiring resources.

What information to Get

The following questions should be addressed when assessing the needs of the LEP community:

1. Are there a large number of unemployed or underemployed LEP individuals the community who cannot enter or succeed in a job training program that is taught only in English?

2. Would these individuals be available for training and the jobs for which they would qualify as a result of that training?

3. What is the nature of the LEP population:

   - o General demographic characteristics, such as age, sex, family or household size, number and ages of children
   - o Cultural and ethnic backgrounds, including native languages, countries or geographic regions of birth, ethnic group, length of time in the U.S., familiarity with U.S. culture
   - o Educational and work backgrounds, including languages used in school and at work
   - o Income levels, sources, and needs
   - o Residence
   - o Availability of transportation, including public transit, car ownership, and carpooling possibilities
   - o Social service needs, including housing, health care and child care
   - o Interest in and availability for training and work, including days and hours of availability

Where to Get Information on the LEP Population

Planners often obtain needed information about the local LEP population from such government sources as the local State Employment Security Office, U.S. Bureau of the Census reports, and Health and Human Services agencies. They also find that many community based organizations are useful sources of information.

However, many planners also conduct their own community survey to obtain more specific information and to develop relationships with the agencies, organizations, and individuals currently serving the LEP community. A community survey is described in the next Chapter.

Gathering data on LEP individuals and communities is not always easy. Many LEP individuals avoid contact with governmental offices as well as with unfamiliar agencies and organizations. This avoidance may be based on concerns about their own ability to communicate, lack of familiarity with procedures or purposes, or general apprehension based on past experiences. For these and other reasons, statistical data on language minority populations, from whatever source, are likely to be inaccurate. Any "official" figures that are gathered about the number of LEP individuals in the community can usually be regarded as minimums. The actual figures may be much higher. Often, public school data are more accurate.

For More Information

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Friedenberg, J.; Gordon, R.; and Dillman, M. Administer Vocational Programs for Limited English Proficient Students. Athens, GA: American Association for Vocational Instructional Materials, 1988.

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Research Management Corporation, Promoting Local Adoption of Bilingual Vocational Training Models. Dover, N.H.: RMC, 1987. (Chapters 2 and 3).

II. DEVELOPING SUPPORT AND ASSESSING RESOURCES

Planning for a successful BVT program also includes developing support for the program within the sponsoring organization, developing an advisory committee, assessing existing institutional facilities and resources, and identifying resources within the local community.

Institutional Support

Key individuals within the sponsoring institution must support the program if it is to be successful and ultimately become an integral part of the institution. In an institution already committed to serving LEP individuals, building internal support may only require providing a description of BVT and then involving key people in planning and development.

In institutions where serving LEP's is a new concept, special efforts may be needed to overcome resistance and build the support of key people. A well-planned presentation of the needs of LEP individuals, the local labor market needs, and how the BVT program could meet these needs is required, but not sufficient alone. At least equal emphasis must be put on showing the benefits to be derived by the sponsoring institution. The following list may provide ideas to helping key people understand the benefit to their institution by offering BVT:

- Meeting the needs of ethnic group members
- Providing opportunity for expanded civic service
- Meeting critical labor market needs
- Reducing the public assistance rolls (and costs)
- Increasing enrollments within the institution
- Enlarging the institution's staff
- Increasing the current staff's skills
- Broadening the institution's scope and mission
- Enhancing the potential for expanded cooperative relationships
- Offering potential for expanded external resources

Successful BVT program directors continually build and strengthen administrative support. They make certain that planned activities and schedules are in harmony with the policies and schedule of the sponsoring institution. They also make certain that administrators have the opportunity to review and approve those plans and schedules prior to implementation. They do everything possible to keep administrators informed of the progress and needs of the program. As the program develops, they involve these administrators in such successful activities as advisory committee meetings, class observations, graduation ceremonies, and appreciation dinners.

The Advisory Committee

A BVT program advisory committee can serve a wide variety of purposes. If it includes employers, the committee can help validate course content and open doors to future job placement. If it includes key leaders in the local community, the committee can help improve local relations, including those with outside agencies. If it includes members of the target population, the committee can provide advice on cultural and language matters and offer feedback from the community. If it includes key persons from the sponsoring institution, the committee can help with internal communications and relationships. An effective advisory committee accomplishes all these purposes and more.

To achieve its full potential, a program advisory committee should consist of employers, key community leaders, members of the target population, and key persons from the BVT program's sponsoring institution. These committee members should be recruited early and be actively involved in the planning and development of the program.

Institutional Facilities and Resources

The BVT program will need appropriate classroom and laboratory or shop and storage facilities as well as audiovisual aids and equipment. The sponsoring institution usually provides the training facilities and other resources, such as office space, typewriters, telephones, and postal and duplicating services. However, in some situations the BVT staff obtains these resources, even the training facilities, from external sources. Regardless of the source from which they are obtained, the facilities and other resources must be appropriate. Therefore, an assessment should be made of the available institutional facilities and resources to determine their suitability or the need for external support.

Program Location

The BVT facility should be located so that prospective trainees will have the least difficulty in enrolling and attending. If available facilities are not as appropriately located as might be desired, consider obtaining a better location through cooperative arrangements with other institutions. The goal is to accommodate trainees' needs as completely as possible, within budget constraints.

Data obtained through the community survey will be helpful in making training location decisions. The residences of the target group should be compared with the locations of public transportation facilities and routes. Information on automobile ownership is also useful to determine whether trainees may drive to the training site and if carpooling is feasible.

Training Schedules

A matter closely related to location is the scheduling of training. A number of factors may be involved in establishing class days and hours, including the availability of facilities, instructors, or trainees at particular times. Some vocational training classes are conducted only during evening hours because facilities or equipment are in use during the day. Some classes are held only during the day so that trainees have the opportunity to work part-time evening jobs.

The community survey may be useful in planning training schedules to accommodate the availability of trainees. For example, if it is known that many potential trainees hold daytime jobs, consideration can be given to evening classes, if other factors allow.

Scheduling options must be considered simultaneously with other planning issues. In some BVT programs, trainees are discouraged from having part-time jobs because employment may interfere with homework requirements. In other programs, trainees are encouraged to accept part-time employment because it helps meet their income needs, thereby enabling them to stay in training.

Support Service Needs and Personnel

Some members of the target population will have needs in such areas as child care or transportation that can limit their ability to participate in the program. As these needs are identified or anticipated, plans can be made to minimize their impact or to identify specific resources to help meet them.

For example, locating the most accessible training facility may minimize transportation needs. The assistance of other agencies may be solicited to meet such needs as child care.

Needs for support often are met by referring trainees to other organizations and agencies that specialize in providing the particular services required. Each BVT staff member must be aware of the identified and anticipated needs of the trainees and the appropriate procedures for handling each of those needs. Each BVT staff member must be willing and able to use informal counseling methods to assist LEP applicants and trainees in finding satisfactory solutions to special needs throughout the outreach, intake/assessment, training, job placement, and follow-up phases of the program. If current staff members of the sponsoring institution are to become part of the BVT staff, or will have contact with LEP applicants or trainees, decisions must be made now regarding the type of training and support these staff members will need.

Community Resources

Every community has resources that are valuable to the planning, development, and growth of a BVT program. Those resources must be identified before they can be tapped. One effective method of identifying available resources in a community is through the use of a community survey.

This type of survey will produce detailed information about the LEP population and its characteristics. It will also identify the formal and informal community leaders, agencies, and organizations serving the LEP population, community communication networks and channels, prospective employers, and a wealth of other information. A well-conducted community survey will also identify prospective members for the program advisory committee, individuals who would be willing to serve as translators or aides, and the agencies and organizations with which the program should develop cooperative relationships. A well-planned community survey will also begin to establish a strong and positive relationship with these individuals, agencies, and organizations.

The Community Survey

Planning and conducting a community survey is a straightforward, 10-step process:

1. Determine the purposes of the survey.

   The survey may focus exclusively on identifying community resources or be broader and also gather information about the LEP population and local job market, as well as begin developing relationships in each of these areas.

2. Develop a list of questions that will obtain the needed information.

3. Develop an initial list of sources that should be contacted to obtain the needed information.

When in doubt about where to begin, search the Yellow Pages of the telephone directory under "Social Service Agencies," check the United Way directory, search the local school district directory of community resources, and the local or state government Citizens' Information Service.

4. Have members of your advisory committee review your lists of questions and sources.

5. Make telephone calls to set appointments.

6. Meet with as many people as possible, face-to-face.

Some information can be gathered by telephone, but to gather complete information and establish valuable new relationships, personal meetings are best.

7. Give a brief description of the proposed program and the need for the requested information during every conversation. Include the question, "If you were trying to learn more about this community, to whom would you talk?" Add the new names to the list to be contacted.

8. Analyze the information that has been gathered.

9. Share the information and tentative plans with advisory group members.

10. Make decisions.

A community survey does require an investment of time and other resources. Program planners must weigh potential outcomes against the investment.

For More Information

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III. STAFFING THE BVT PROGRAM

A dedicated and effective staff is essential to the success of any training program. BVT staff members must have the appropriate technical competencies, but they must also have the ability to communicate and build rapport with LEP trainees. In addition, each staff member must have the ability to coordinate and collaborate well with other staff members. Therefore, careful staff selection is critical to the success of a BVT program and should begin as early as possible.

In larger programs, BVT staff may consist of a project director, vocational instructors, an ESL instructor, bilingual aides, a counselor, and a job developer. More often, however, with the exception of the project director, positions are either part-time or combined to create full-time positions. For example, the positions of counselor and job developer are sometimes combined into one full-time position. Occasionally, the ESL teacher position combined with the counselor position or the vocational teacher position is combined with the job developer position. However, the positions of vocational teacher and ESL teacher cannot be combined.

Staff Recruitment

BVT staff members are usually employed after the needs of the LEP population and the occupational training areas have been identified. However, the staff is employed before the instructional program is planned because they should be heavily involved in that planning as well as in obtaining, modifying, or developing appropriate instructional and supportive materials. Keep in mind that BVT instructional staff members should be employed on a full-time basis so they can engage in professional development activities, instructional planning, collaboration, and materials development in addition to actually instructing trainees. These activities cannot be performed adequately on a part-time basis.

The initial step in staff recruiting is to determine the duties and responsibilities for each staff position. Then written job descriptions should be developed and used for advertising and selection. The position vacancies can be advertised through key persons in the local community, local newspapers, employment offices, professional journals and organizations, and the program advisory committee. It is important to remember that equal opportunity regulations against discrimination based on race, sex, or national origin must be met in the hiring of staff.

The program director should be the first person recruited. The director should then have the major role in recruiting staff. However, to avoid the possibility of personal favor

itism, it is preferable to have more than one person responsible for choosing staff. In keeping with equal opportunity employment requirements, it is sound management practice to record the selection process used for every candidate who is considered for each position vacancy. This record helps document the fact that fair and objective criteria were used uniformly in making decisions to hire or not hire a particular applicant.

Vocational Instructors

Vocational instructors should have current occupational experience at the skilled worker level in the occupation they are to teach. They should also have some professional preparation in teaching occupational education. In a BVT program, vocational instructors should be bilingual or be trained in the use of bilingual aides or tutors. They must also be able to modify instructional materials and techniques to meet the needs of LEP trainees, and work closely and cooperatively with the VESL instructors.

Vocational instructors are expected to maintain regular contact with prospective employers in order to learn of new and changing job requirements that must be incorporated into the job training. These regular contacts with employers can also lead to job opportunities for trainees.

VESL Instructors

Few, if any, English-as-a-second-language (ESL) instructors have ever received any training in teaching job-specific (i.e., vocational) ESL during their formal teacher education programs. A good potential VESL instructor has two essential qualifications: 1. formal training and expertise in teaching ESL and 2. the willingness to use that expertise to teach vocational ESL. A VESL instructor with these two qualifications can then, through an inservice process, be trained to teach vocational ESL. Speaking another language is not a necessary qualification for a VESL teacher; having a solid background in teaching ESL is.

Counselors

Counselors must be able to communicate with their clients. In a BVT program this means that counselors must be able to communicate formally and informally with LEP trainees. Therefore, counselors should be bilingual or be trained in the use of bilingual methods and aides. Counselors must be professionally knowledgeable about the cultural backgrounds and current circumstances of the trainees and about appropriate support service agencies available in the community. In addition to providing personal and vocational counseling, BVT counselors often conduct training in employability skills, such as completing employment applications and preparing for job interviews. In smaller BVT programs, counselors may also serve as job developers.

Job Developers

Job developers must have the ability to build a network of contacts in local businesses and industries in order to identify job opportunities for program graduates. They place graduates in appropriate jobs and follow up on each person to help ensure job success. Job developers work closely with employers and individual trainees to ensure appropriate placement. They also work cooperatively with the instructional staff to give and receive feedback on the effectiveness of the individual's training potential and actual performance on the job.

Bilingual Aides

If the vocational instructors are not bilingual or if more than one language group is served, bilingual aides are used. Bilingual aides are often the most difficult staff to recruit because ideally you need persons who are bilingual, know the trade, and can be effective teachers. Some programs are able to use former students or retired tradespeople. Others must resort to using generally competent bilingual persons who do not have trade experience but who are willing to learn along with the students.

Outreach/Intake Staff

Outreach (recruiting) and intake (assessment/program placement or referral) activities may be conducted by a combination of the above staff members, or they may each be assigned to one or more separate positions. Regardless of which staff members have these responsibilities, they should be bilingual or trained and experienced in working with LEP individuals. They must be culturally sensitive individuals who thoroughly understand the goals and objectives of the BVT program.

Other Staff

The program may have secretarial and other staff members who also interact with LEP trainees or applicants for training. These staff members should be bilingual or specially trained to work with LEP individuals. They also must be culturally sensitive individuals who thoroughly understand the goals and objectives of the BVT program.

For More Information

Friedenberg, J., and Bradley, C. "Recruiting and Retaining Competent Personnel for Bilingual Education Programs." Bilingual Program Management: A Systems Approach. Cambridge, MA: EDAC, 1985.

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Friedenberg, J.; and Bradley, C. Finding a Job in the United States. Lincolnwood, IL: National Textbook Company, 1988. (Chapters 1 and 2).

Lopez - Valadez, J. Vocational Education for the Limited-English Speaking: A Handbook for Administrators. Macomb, IL: Curriculum Publications Clearinghouse, 1979.

IV. STAFF DEVELOPMENT

Staff development begins with the orientation of each new staff member. After orientation, special emphasis is placed on preservice staff development to ensure program success, but staff development is an ongoing process. Successful collaboration, which is so essential to BVT, is made possible by an effective staff development program.

Staff Orientation

Each staff member, whether paid or volunteer, will be expected to work at all times in a manner consistent with the goals and purposes of the BVT program and the sponsoring institution. Therefore, it is essential that all staff members have a thorough understanding of the goals and purposes of the BVT program and the sponsoring institution before they assume their responsibilities. In addition, staff members must have a clear understanding of their individual roles.

Each staff member will also be expected to be sensitive to the needs of LEP applicants and trainees from the very first moment that they begin to function as staff members. Therefore, the orientation period is a good time to include training in cultural sensitivity and informal counseling techniques.

Preservice Activities

In successful BVT programs, all staff members must be helped to feel that they are qualified and contributing members of the BVT team, because in fact, they are. An initial orientation helps reach this goal by ensuring that every staff member understands the goals and purposes of both the program and the sponsoring institution. Preservice staff development activities are then offered to help ensure that each individual is capable of making the best possible contribution to the team.

Some professional development activities are designed to help raise awareness for the entire staff of the agency or institution, even those not directly involved with the BVT program. For example, it would probably be beneficial for every staff member to know something about the language and cultural backgrounds of program participants and how best to communicate with them.

Presently, most staff training is carried out by expert consultants. One popular inservice package developed at the National Center for Research in Vocational Education at The Ohio State University covers the following objectives:

1. Explain the basic terms, philosophies, issues, and practices related vocational instruction for limited English proficient (LEP) individuals.

2. Identify at least three national resources that provide free or low-cost information or literature related to LEP vocational students.

3. Identify at least three companies that publish or distribute materials LEP vocational students.

4. Identify at least three human resources who can help you teach LEP students more effectively.

5. Evaluate the appropriateness of materials for LEP vocational students using an objective checklist.

6. Modify vocational materials for LEP students in at least three ways.

7. Explain the importance of and steps to collaboration between ESL and vocational teachers.

8. Describe at least three things you can do to help ensure successful collaboration with a vocational (or ESL) instructor.

9. Conduct a joint lesson planning meeting with a vocational (or ESL) instructor.

10. Identify at least two commercially available assessment instruments for LEP vocational students.

11. Conduct at least two informal English proficiency tests.

12. Conduct at least three new instructional activities that you can use with your LEP vocational students.

This initial training may last from one day to five days, depending upon the needs of the staff and the resources allowed for training.

Ongoing Staff Development

There is a continual need for staff development. Practical experiences within the program will suggest changes that must be shared with the entire staff. Sometimes it becomes evident that there is a need simply to review existing procedures. New techniques, procedures and materials will become available from a variety of sources. Staff members benefit from, and need, motivating experiences from time to time. New staff members may join the team. For these and other reasons, a systematic plan must evolve for the professional development of each staff member and the entire team, and this need does not disappear when the program begins operation. Ongoing staff development occurs informally through regular project meetings, through the counsel offered by the external program evaluator during the formative evaluation, and more formally through follow-up technical assistance provided by the facilitator who provided the initial training period. Ongoing staff development is also provided through staff affiliation with professional associations, especially those offering annual conventions.

For More Information

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Office of Vocational and Adult Education
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Attn: Jeanne Lopez-Valadez

Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
(202) 429-9292
Attn: Jodi Crandall

National Clearinghouse for Bilingual Education
11501 Georgia Avenue
Wheaton, MD 20902
(800) 647-0123
Attn: Harpreet Sandhu

American Vocation Association (AVA)
1410 King Street
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(703) 683-3111

Teachers of English to Speakers of Other Languages (TESOL)
Suite 205
1118 22nd Street, NW
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National Association for Bilingual Education (NABE)
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V. OUTREACH/RECRUITING AND INITIAL SCREENING

Outreach means "reaching out," and reaching out is what should be done to recruit trainees for a BVT program. The word "recruiting" often means just placing advertisements in newspapers and waiting for potential trainees to visit the office and enroll. The word "outreach" is used here to make the point that traditional recruiting methods are not sufficient for BVT programs.

Many individuals who respond to traditional advertising and recruiting methods do not really need bilingual vocational training. Unemployed and underemployed LEP individuals who have the greatest difficulty speaking and understanding English are those who most need BVT. Yet they are the persons least likely to be reached by traditional recruiting and advertising methods. Outreach programs are therefore designed to reach the individuals who are most difficult to reach by traditional methods.

A BVT program uses other agencies and organizations and key community members as well as its own staff in the outreach program. Employing these resources can help to locate persons who need training and, of these persons, identify those interested and eligible for BVT training. The ultimate goal of the outreach program is to recruit the appropriate number of LEP trainees. Yet there are additional benefits to an outreach program.

Outreach activities also help develop or strengthen relationships with outside organizations, agencies, and community members who may help the BVT program in many ways in the future. The sincere effort to serve those who most need BVT helps create a climate of goodwill in the community, brings positive publicity to the BVT program and its sponsoring institution, and is viewed favorably by many sources of external resources, including funding agencies. Thus, even well-established institutions should develop an outreach program for their BVT programs.

Developing an Outreach Program

Information on the local job market, the need for BVT, the characteristics and locations of the LEP population, and the agencies, organizations, and key community members that may provide assistance is needed before developing the outreach plan. If this information was not obtained when determining the need for the BVT program, it must be obtained now. After this information is obtained and reviewed, the BVT staff should develop a written outreach plan.

The written outreach plan will be used to guide the efforts of outside agencies, organizations, and key community members, as well as the BVT program staff. Therefore, the plan must be comprehensive and clearly written, and must include a set of written objectives and a realistic time frame.

While developing the outreach plan, the following questions should be addressed:

1. What are the requirements for enrolling in the program?

Requirements may include such things as limited English proficiency, economic need, aptitude and interest. However, proficiency in English should not be a requirement.

2. How many trainees should be enrolled in the program?

What are the program goals?

3. How many potential trainees must be recruited to enroll the actual required number of interested and qualified trainees?

Some programs find that they must recruit two or three potential trainees for each vacancy in order to enroll the required number of interested and qualified trainees.

4. Who and where are the LEP persons we want to reach?

Refer to the community survey.

5. What are the best methods of reaching them?

BVT programs for adults have conducted successful outreach programs using a multitude of methods from canvassing, door-to-door and standing in shopping centers with program information to having program literature included with unemployment and public assistance checks and utility bills. Every successful program uses a variety of methods: native language posters and brochures displayed in religious institutions and other community meeting places, community organization, and social agency offices; and stories in ethnic newspapers; radio and television programs are just a few examples. The possibilities are limitless, and as many different methods as possible should be used, with special emphasis on those methods involving personal contact.

6. Who would be best qualified to make each of those contacts?

For adult programs, BVT staff members may not be the best. Other agencies and organizations already serving the target population may be quite willing to help with outreach because BVT will benefit their clients. Key community members have entree into the community not available to outsiders. Some community members may also be willing to volunteer for a variety of tasks simply because of BVT's value to the community. In some cases the program may be able to employ community members as outreach workers. Therefore, the list of community resources should be used to determine who should be recruited for each purpose. For secondary vocational programs, counselors, vocational instructors, and bilingual education staff may make the contacts.

7. What special materials will be needed?

Program brochures, flyers, posters, application forms and all other materials used in the outreach/recruiting process must be available in the native language(s) of the target population. These materials must also be culturally appropriate and free of sex bias and stereotyping.

8. Who will develop each of the special materials?

Individuals from the community or from agencies effectively serving the community may be the best candidates to help ensure that all materials are indeed culturally appropriate. Regardless of who develops materials, these items should be proofread by others to ensure accuracy as well as cultural appropriateness.

9. What if prospective trainees are interested and qualified, but there is no room for them in the program?

This is a critical point. As soon as a sufficient number of interested and qualified trainees have been actually enrolled in the program, outreach activities for that cycle of the program should stop. Any qualified individuals who cannot begin training immediately should be placed on a waiting list. These individuals must be given a thorough explanation to help them understand that they will be enrolled in the current cycle of training if any vacancy occurs and will be first on the list for the next cycle. Every effort should also be made to place these individuals in other purposeful and related training while they are waiting.

10. What should be done with interested persons who do not qualify as trainees?

Every person responding to the outreach program should be referred to an appropriate organization, agency, or training program.

11. Why might an individual fail to qualify for BVT?

Having too high a level of English proficiency is an example, substance abuse is another.

12. How will outreach workers know where and how to refer these individuals?

Every outreach worker must be trained and provided with a directory of local resources.

13. When and how should outreach workers be trained?

Outreach workers, as with everyone associated with the program, must understand the goals and objectives of the program, +location, hours and length of training, selection criteria, enrollment procedures and requirements, and initial screening and referral procedures. They must be trained in informal counseling techniques as well cultural awareness. They must, of course, have specific training in any forms and materials they are expected to use. The training must be as brief as possible to minimize conflict with their other duties. But they must be trained before outreach begins.

Planning the Time Frame

With answers to the above questions, it is possible for the BVT staff to develop a comprehensive outreach plan. That plan should be written in a manner that can be shared with everyone concerned. However, the plan that is shared should include the time frame for action so that everyone understands the schedule.

The staff must consider each outreach activity and make a realistic appraisal of the time involved and the logical sequencing of events. Each of the following must occur before actual contact is made:

- o Materials must be developed, proofread, and produced.
- o Agencies/organizations that may help must be identified.
- o Those agencies/organizations must be contacted.
- o Key community members must be informed and recruited.
- o A community resources directory must be located or prepared.
- o Outreach workers may need to be employed or recruited.
- o Everyone must be trained (after materials are available).
- o News releases for the mass media must be prepared.

For More Information

Friedenberg, J. Gordon, R; Bradley, C. and Dillman, M. Recruit Limited English Proficient Students for Vocational Programs. Athens, GA: American Association for Vocational Instructional Materials, 1988.

Peterson, M., and Berry, D. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Washington, DC: Kirschner Associates, 1984. (Chapter 6).

PART II

IMPLEMENTING THE PROGRAM

VI. INTAKE AND ASSESSMENT

Outreach and initial screening produces a pool of apparently eligible and interested applicants. In an adult BVT program the intake and assessment process is used to select from that pool, those individuals most in need of BVT and most likely to benefit from the specific job training being offered. The trainees ultimately selected will most likely be successful during training and on the job. Thus, effective intake and assessment increases the likelihood of success of the trainee and of the program. In contrast, assessment as applied to secondary students serves to identify what kinds of support services (such as ESL or bilingual instruction) they will need.

Intake

Intake is the process of obtaining information about each applicant, including personal characteristics, education and employment background, and need and motivation for BVT. In many programs this information is obtained during the initial screening portion of the outreach program. In these cases, the intake process at the program site is to regulate the daily flow of applicants through the assessment process. Other programs use intake as a screening process for the applicants because very little information has been obtained about them before they arrive at the program site.

Regardless of when or where intake information is obtained from applicants, the information is recorded on a program application form. The application form, which may be filled out by the applicant or a staff member, gathers identifying information such as name, address, and telephone number. It then asks for more specific information such as employment status, educational background, prior job skills training, English language proficiency, native language proficiency, number of dependents, and current source of income.

In addition to completing the application form, an initial screening interview is conducted as part of the intake process. One purpose of the interview is to help the applicant learn more about the training and the jobs for which graduates are qualified. Another purpose of the interview is to obtain or confirm data about the applicant's eligibility and interest. For example, an interview conducted in English might confirm that an applicant's English language proficiency is too high to require BVT. Or, discussion of the schedule and requirements of the training program might help an applicant understand that this particular type of training is inappropriate for him or her.

Assessment

The purpose of assessment is to gather sufficient data about applicants to enable staff to make appropriate selection decisions. In practice this generally means that assessment involves measuring the English language proficiency, native language proficiency, vocational interest and aptitude and the possible support service needs of each applicant. Assessment can be an intimidating experience to staff and applicant alike. It can also be a very time-consuming process. Thus, assessment is carefully planned and organized to minimize its threat, and to use both applicant and staff time most efficiently. The assessment procedures and schedule should be known in advance by the applicants. This information may be given during the initial outreach interview or during the intake process, and can also be described in the program brochure.

Everything possible should be done to have applicants enter a welcoming setting when they arrive at the program site. Volunteer community members might serve as an effective welcoming committee. All instructions, forms, and tests--except for the English language proficiency test--used for assessment should be translated into the native languages of the applicants. All oral directions and interviews should also be conducted in the native language, including directions for taking the English language proficiency test.

Registration

If personal information is collected during the initial screening process, registration may be restricted to noting that the individual has actually applied for admission and to verifying the data obtained earlier. If additional information or documentation is required, it may be obtained at this time. Volunteers can be used to assist program staff during registration.

Program Description and Overview

Although applicants may have already received a description of the program during outreach, further explanation is usually needed. Some programs plan a special session during intake and assessment to provide a uniform overview and description of the program. This session includes discussion of both the pleasant and unpleasant aspects of the job and realistic wage levels and advancement possibilities for graduates of the training program. The project directors, and/or vocational instructors usually make oral presentations during these sessions because they provide an opportunity to interact with prospective trainees and to observe their reactions.

English Language Testing

BVT program staff need to know the English language proficiency of applicants to determine whether these applicants need BVT. Staff also need to know the English language proficiency of applicants selected for training in order to determine the ESL instructional needs of each trainee and the amount of native language assistance needed during vocational instruction. Programs also want to determine English language proficiency in order to have baseline data from which to measure each trainee's progress in English proficiency throughout the program.

A recent survey of federally supported BVT programs found that an informal oral interview, conducted by trained staff members, is the method most often used to determine whether applicants need bilingual vocational training.

An oral interview accompanied by administration of a standardized instrument, such as the Bilingual Vocational Oral Proficiency Test (BVOPT) or the Basic English Skills Test (BEST), is the method most often used to assess English proficiency for instructional purposes.

The CLOZE technique and individual writing samples are the methods most often used to assess reading comprehension and writing. A number of BVT programs also use a standardized instrument to obtain more formal assessments of reading comprehension. However, of the programs that use a standardized instrument, each uses a different one.

Baseline data about English language proficiency are generally obtained through use of a standardized instrument, such as the BEST. However, since the currently available standardized instruments do not assess vocational-specific English (VESL)--the type of English that is taught in BVT--it is very difficult to assess progress in VESL through a standardized instrument. Therefore, most programs also use instructor-developed instruments to determine baseline data and assess progress in English language proficiency.

Native Language Testing

Information about trainees' proficiency in their native language is needed in order to determine the degree to which that language should be used as a medium of instruction in the BVT program. For example, if a trainee is not literate in his or her native language, it is pointless to provide written instructional materials in the native language.

During outreach and initial intake, judgments are made about the native language proficiency of each applicant. These judgments are based on self-reports (for example, the amount of formal education reported as completed using the native language) or observations (the manner in which the applicant completes an application or participates in a conversation in the native language). Most BVT programs use a structured interview to assess or confirm each trainee's native language proficiency. Staff members who conduct these structured interviews are trained in the use of native language rating scales.

A number of programs use the CLOZE technique, applicants' writing samples, completed application forms (all using the native language), and responses to teacher-developed questionnaires to determine writing ability as well as reading comprehension in the native language.

Vocational Interest and Aptitude

Standardized interest inventories and aptitude tests do exist. However, most BVT programs have been unable to locate commercially available tests that determine the interest and aptitude of limited English proficient individuals in terms of specific entry-level jobs. There are exceptions, of course. Certain programs have found such tests as the Wide Range Interest Opinion Test (WRIOT), the Apticom test (Spanish version), and work samples to be useful. But most BVT programs appear to rely chiefly on less formal methods of assessing interest and aptitude.

Some programs use their program application form as a source of information about applicants' interests. Using the native language, the application form asks questions about the applicants' goals and motivation. Each applicant's responses to these questions are explored during a personal interview.

Vocational instructors often develop a course pretest that requires applicants to perform simple psychomotor tasks. These tests are used to assess manual dexterity and aptitude for the job. The results obtained from these performance tests also provide useful information about the instructional needs of the accepted trainees.

Support Service Needs

Personal, family, or medical problems or needs may present barriers to participation in the training program. Therefore, such problems or needs should be identified and handled as early as possible. Some of these problems and needs were identified and handled during outreach and initial assessment. If there are more, they should be identified and handled during assessment.

One way to identify support service needs is to have each applicant review a checklist of services and indicate needs or potential needs. The completed checklist may be used during the personal interview with the applicant as a basis for discussing needs that may prevent the applicant from completing training. In addition, the interviewer should ask questions designed to identify other needs not previously disclosed by the applicant. If, for example, the applicant reports dependent children, the interviewer should ask about child care arrangements that will enable the applicant to attend all training classes.

If support service needs are identified that may prevent the applicant from entering and completing training, a "hold" may be placed on the application until arrangements for the services are completed. The staff should then work to help provide the appropriate support services. The need for a service should not be used as the basis for eliminating a person from consideration for enrollment in the BVT program.

Personal Interviews with Applicants

Personal interviews provide program staff an opportunity to get to know each applicant better, assess interest in the occupational area, and assess motivation and/or potential to complete training and obtain employment. In some BVT programs, as many as three or four staff members or other persons (such as advisory committee members and employers) form a trainee selection review panel that has personal contact with each applicant during the assessment process. The review panel members usually meet as a group to consider each applicant for enrollment, reviewing the test results, other information obtained from the applicant, and each panel member's personal assessment of the applicant.

Two basic approaches are used for personal interviews with applicants. First, all members of the review panel may meet as a group with the applicant. Or, second, each member of the review panel may meet separately with the applicant at different points in the assessment process. If the second approach is used, panel members may be assigned specific questions that must be asked, thereby ensuring that all applicants are asked the same basic set of questions. If the panel meets as a group with the applicant, any panelist may ask any questions as long as all basic questions are covered.

There are many questions that could be asked during the personal interviews with the applicants. However, it is important to note that some questions should not be asked because they could be culturally sensitive or the privacy rights of the individual may be violated. Some of the questions that may violate the applicant's privacy rights include asking about country of origin, date of entry into the U.S., and visa status. However, it should also be noted that some federally funded programs require that such information be obtained.

Some programs use the personal interview to provide an additional, individualized overview of the training program and/or emphasize specific aspects of the training program, such as attendance policies, training allowance/stipend policies, (if any), and the importance of the BVT program within the local community. If an informal oral interview to determine English language proficiency has not yet been conducted, it may be necessary to conduct some part of the assessment interview in English to obtain a "feel" for the English language proficiency of the applicant.

Trainee Selection

A cycle of BVT in a federally funded program for adults is designed to accommodate a specific number of trainees. In practice, that specific number of applicants is selected to become trainees. However, because some of those selected individuals may be unable to complete the training, a number of alternate trainees are also selected. Alternates are qualified individuals who are actually on a waiting list. Alternates will be enrolled in the current cycle of training only if a vacancy occurs. In the meantime, they will be given preference for the next cycle of training and assisted with related training and support services.

The trainee selection process involves deciding which applicants will become trainees and which will become alternates. These decisions are made by a panel or group of individuals, not by one person. Most often, staff members who were involved throughout the assessment process evaluate the interview and test results of each applicant. The group of staff members then collectively places the applicants in rank order until the correct number of trainees and alternates have been identified.

Those applicants selected to become trainees, the alternates, and those not selected all receive official notification. Alternates are given preference for admission into the next cycle of training and efforts are made to place these individuals into purposeful, related training while they wait. Those who were not selected are encouraged to apply again at a later time or are referred to other programs for training and/or support services.

Trainee Orientation

A typical federally funded BVT program for adults sets aside a special time early in the program cycle for trainee orientation. There are a number of valid reasons for having a formal orientation period. For example, this special orientation meeting may serve as the official "kick off" of the program cycle, adding significance to the occasion. However, LEP trainee needs are such that a thorough orientation cannot possibly be accomplished in the few hours or few days that are formally listed as orientation time.

Orientation is thus an ongoing process that occurs regularly during class meetings and special sessions as well as during the initial orientation session. Most BVT programs involve outside speakers as well as the entire BVT staff in providing orientation. The content initially covered includes program orientation. (Later, counselors and job developers provide trainees with an orientation to the local community and culture, as well as an employability orientation.)

Every trainee needs to understand the goals and purposes as well as the schedule and activities of the BVT program. They also need to understand what is expected of them and what they can expect from the program. Applicants receive some of this information during the outreach process and more during intake and assessment. However, what each trainee may have learned or remembered from this period might be completely different, and might not even be completely accurate. For these and other reasons, a comprehensive program orientation must begin anew after the trainees have formally enrolled in the program.

A comprehensive program orientation may include the following:

- Time to get acquainted with project staff members
- Time to get acquainted with other trainees
- Description of the training program, its purposes, an outline of activities and schedule
- Explanation of training objectives, specific skills that will be taught, types of jobs for which trainees will be prepared, and probable wage levels of graduates
- Explanation of trainees' rights and obligations, including attendance policy
- Safety rules and signs
- Emergency procedures
- Services available within the program
- Services usually provided through arrangements with outside agencies
- Identification of particular staff members to whom trainees can present problems
- Tour of the program facilities

For More Information

Friedenberg, J.; Gordon, R; and Dillman, M. Conduct Intake Assessment for Limited English Proficient Vocational Students. Athens, GA: American Association for Vocational Instructional Materials, 1988.

Peterson, M., and Berry, D. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation, Washington, DC: Kirchner Associates, 1984. (Chapter 4).

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Bradley, C., and Friedenberg, J. Teaching Vocational Education to Limited English Proficiency Students. Bloomington, IL: Meridian Education Corporation, 1988. (Chapter VII).

Friedenberg, J., and Bradley, C. A Handbook for Vocational English as a Second Language. Bloomington, IL: Meridian Education Corporation, 1988. (Chapter 7).

VII. BILINGUAL VOCATIONAL INSTRUCTION

The steps to developing a vocational course for LEP students are essentially the same as those used to develop any vocational course--but with special considerations and modifications. The steps include: (1) conducting an occupational analysis, (2) developing performance objectives, (3) identifying methods for student evaluation, (4) acquiring instructional materials, and (5) identifying learning activities.

Conducting an Occupational Analysis

A job training program must prepare trainees to perform the tasks that are actually needed on the job. For BVT this means that the program must prepare students in the English language skills and culture of the workplace as well as the technical skills required to perform successfully on the job. The most often used method of determining current, actual job requirements is called occupational analysis or job analysis.

In conducting an occupational analysis, the planning team generally gathers enough data about the occupation being analyzed to write a job description. Information for the job description is obtained from the Dictionary of Occupational Titles and the Occupational Outlook Handbook (which are available in any library or public school counselor's office), the occupational experience of vocational instructors, and interviews with workers who currently perform the particular job being analyzed.

After the job description has been completed and verified by workers currently performing the job, a list is made of all the tasks a worker must perform to do the job successfully. This task listing is developed based on information in the job description and the vocational instructor's occupational experience. However, the task listing should also be verified for accuracy and currentness by observing and talking with workers actually performing the job.

After the task listing is complete, each task must be detailed. Task detailing is the process of identifying the steps involved in performing each task. A complete task detailing will also include the tools, materials, and supplies used, as well as the safety precautions required for each task. In BVT the English technical terms and phrases, questions, directions, amount and kind of reading and writing required to perform each task will be recorded in the task detailing process. All of this information will be used to determine precisely what the trainees must be taught.

It should be evident that a thorough task listing with each task detailed is a solid basis from which to plan job training to meet the actual, current needs of the workplace. It should also be evident that the process of task listing and detailing can be time consuming. Therefore, many planning teams find it useful to obtain a completed occupational analysis and then modify the obtained information to match local conditions and needs.

Some sources where a completed occupational analysis may be obtained include the following. However, keep in mind that any obtained information must be validated through comparison with actual, local job requirements and modified accordingly.

- The appropriate Vocational-Technical Education Consortium of States (V-TECS) that which provides the task listing, detailed tasks, and lists of tools, materials, and supplies for the occupation being analyzed
- State, regional, and university occupational education curriculum laboratories
- Other occupational training programs
- The microfiche collection of the Educational Resources Information Center (ERIC) system, which is available at major college and university libraries

Developing Performance Objectives

Performance objectives are essential to every occupational training program. Well-written performance objectives serve many different purposes such as identifying appropriate kinds of learning activities, appropriate methods of evaluation, and needed materials and resources; evaluating instructional effectiveness; and helping trainees as well as instructors determine progress. They are the "road map" that guides the entire instructional program, the key to success.

A performance objective is a statement describing what the trainee should be able to do after completing a particular segment of instruction. A complete performance objective contains three parts:

1. The conditions under which the trainee must perform
2. The required performance (behavior)
3. The criteria by which the trainee will be judged

The performance part of a performance objective can be taken directly from the task listing because the tasks trainees should be able to perform at the end of instruction are found there. The appropriate conditions and criteria are then added to each task to make a complete performance objective. For example, in just about every BVT program, "complete a job application form" would be found on the task listing, because completing a job application is one of the tasks every trainee must be able to perform to get a job.

To convert the task "complete a job application form" into a performance objective, the conditions (what the trainee will or will not be given while performing the task) are added to the task statement. For example, "Given a blank job application form, ballpoint pen, and personal data card, complete a job application form." The performance objective is made complete by adding the criteria (how well the trainee must perform): "Given a blank job application form, ballpoint pen, and personal data card, complete a job application form that is neat in appearance, accurate, and free of spelling errors."

Performance objectives enable trainees to know precisely what they will learn in the program. Complete performance objectives enable trainees to know precisely what they must do, and how well they must do it, to demonstrate mastery of each task. A performance objective should be written for each task on the task listing, including language-related tasks. These objectives should be written both in English and the trainee's native language(s).

Since a performance objective describes exactly what the trainee should be able to do, the conditions under which it must be done, and how the performance will be measured, having well-written performance objectives is indeed the key to the success of the instructional program.. Once a set of performance objectives has been developed, it is a relatively easy matter for an instructional team to select appropriate methods of evaluation as well as learning activities and materials that will enable the trainee to meet the objectives.

Identifying Methods for Student Evaluation

Appropriate methods of evaluation, as used here, means being certain that the method used to evaluate trainee performance matches the kind of performance called for in the performance objective. If the performance objective, which was derived from an analysis of the occupation, calls for the trainee to "measure and cut" something, the appropriate method of evaluation is to have the individual actually "measure and cut," as stated in the objective. If the trainee were asked to explain how to measure and cut, or write about the process instead of actually performing it, there would be no way of knowing whether that trainee could actually perform what is required on the job.

In a BVT program, performance objectives as well as instructions for evaluating the achievement of those objectives should be provided in the trainee's native language as well as in English.

Acquiring Instructional Materials

There is a growing number of readily available instructional materials that are appropriate for LEP vocational trainees. Course outlines, texts, instruction sheets, workbooks, and other materials are increasingly available in the ERIC system and state and regional curriculum laboratories. Other occupational training programs and a small number of commercial publishers are also sources of appropriate instructional materials for LEP trainees. However, materials obtained from any of these sources will need to be evaluated, modified, and/or adapted before they will be appropriate for use in a new setting. Most BVT instructional team members find that they must personally make at least some of their own instructional materials.

Trainees may or may not be able to read in their native language. However, regardless of their reading level, it is necessary to keep the goal of BVT in mind when considering instructional materials. Translating entire textbooks into the trainees' native language will probably not help them learn to function in an English language work environment. Just as with oral instruction, written instructional materials should use the trainees' native language only to the degree necessary, particularly in the earlier stages of training. Use of English should increase throughout the program. Therefore, it is essential that the instructional staff of a BVT program be able to evaluate, modify, and adapt instructional materials.

A professionally trained ESL instructor will probably know how to evaluate, modify, and adapt instructional materials. A vocational instructor will not have such training. Therefore, one of the outcomes of collaboration between the vocational instructor and the ESL instructor is that the ESL instructor can help the vocational instructor learn how to evaluate, modify, and adapt vocational instructional materials.

Instructional materials for BVT programs must provide for individual differences in trainees' learning styles and language levels. These materials, as with all occupational education instructional materials, must be free of sex and language biases.

Identifying Learning Activities

The methods and techniques selected to help trainees master job skills should be based on the learning styles and language levels of the trainees as well as the performance objectives derived from the occupational analysis.

There is no one ideal teaching method or technique that could or should be used to teach everyone simultaneously in the most effective and efficient manner. Different individuals learn best in different ways.

An individual trainee may learn best through hearing, seeing, touching, or manipulating, or through a combination of these senses. Instructors must recognize the differences among trainees and help them learn using each one's most effective learning style. Yet, instructors should also help trainees develop their less effective learning styles. For example, a trainee with poor reading comprehension might be profitably taught and learn exclusively through demonstration and practice. Yet, this trainee will profit even more when enhanced learning activities lead to increased skill in reading. Instructors must use trainees' strengths to bolster the trainees' weaknesses.

A trainee's learning style may also be culture related. Trainees from some cultures are initially uncomfortable with any method of teaching other than lecture. Yet lectures are used sparingly in BVT, with more emphasis on demonstration and practice. Trainees from some cultures value cooperativeness over competition and performance over speed. These trainees may experience frustration in adjusting to BVT, even when the instruction is individualized. Thus, it is important for the instructional team members to be aware of and sensitive to trainees' backgrounds.

Instruction in a BVT program should be individualized as much as possible based on the learning styles of the trainees. Selection of instructional methods and techniques must also be influenced by the language levels of the trainees. The degree of trainees' native language used, the amount and type of written materials, as well as the instructor's level of language, must all be based on the trainees' language abilities.

Needless to say, the performance objectives must also influence the selection of instructional methods and techniques. Methods and techniques must be those that will enable the trainees to practice the kinds of performance called for in the objectives and to do so in a setting that reproduces the workplace as closely as possible.

For More Information

Bradley, C., and Friedenberg, J. Teaching Vocational Education to Limited English Proficient Students. Bloomington, IL: Meridian Education Corporation, 1988. (chapters V - VI).

Friedenberg, J., and Bradley, C. Instructional Materials for Bilingual Vocational Education. Englewood Cliffs, NJ: Prentice Hall Publishers. (Chapters 3 - 6).

VIII. VOCATIONAL ESL INSTRUCTION

The purpose of VESL is to help limited English proficient individuals acquire English that will permit them to complete vocational training courses successfully. As LEP's access to an education and job training can be limited by language skills, access often comes through ESL classes. There is greater motivation to learn English when it is shown to be directly job related. Success in class is related to success in the job market; studies show that VESL is the most effective method to teach English to LEP vocational students. In fact, experience has shown that students complete vocational training in the same amount of time and with the same degree of success as native English speakers. Furthermore, VESL trainees drop out less and are more motivated when they are learning English that meets their immediate employment goals. VESL's success is measured by the trainees' success in vocational training classes and on the job; thus, the English taught must be the English that will strengthen and support performance in these vocational classes and the workplace.

There are three areas of language that must be dealt with in an effective VESL program. They are as follows:

- o The language of technical skills
- o The language of safety and
- o The language of social interaction

The Language of Technical Skills

The language of technical skills includes all the language (i.e., grammar, vocabulary, reading, writing, speaking, listening, and pronunciation) trainees need to know to function in their occupation. This language includes all the vocabulary related to the names of tools and equipment and the tasks and processes the occupation uses. In cosmetology, as in all other fields, this vocabulary can be separated into two areas--technical vocabulary and general vocabulary. Examples of the technical vocabulary are perm, rods, setting lotion, and mousse. Technical vocabulary also includes those items that are general to many fields: cut, trim, rinse, and set. Nontechnical vocabulary includes such categories as prepositions (in, on, with), articles (a, an, the), and connectors (but, and, or).

The language of technical skills also includes knowledge of the grammar involved in the skill. For example, the task might involve the following:

1. Greet the client. OR 1. The receptionist greets the client.
2. Seat the client. OR 2. She/He seats the client.
3. Drape the client. OR 3. She/He drapes the client.

Then the trainees must know command forms (greet, seat, drape) and third person singular present tense forms (greets, seats, drapes).

If trainees will rarely need to read or write while working in their chosen occupations, VESL classes should not spend an inordinate amount of time on these skills. Program planners and instructors need to analyze the various occupations they are teaching or ask vocational instructors about the specific language needs of these occupations.

The degree to which trainees should accurately use English grammar, vocabulary, and pronunciation is largely determined by their vocational goals and the level of training and employment they are seeking. A trainee who wishes to be a telephone receptionist, for instance, will need much better pronunciation and writing skills (message taking) than would a hotel groundskeeper.

The Language of Safety

The knowledge of grammar and vocabulary alone is not sufficient for success in vocational training and employment. All trainees must be able to understand such written and oral safety information on the following:

- Signs and symbols
- Procedures
- Following directions and explaining needs
- Offering assistance

The Language of Social Interaction

The language of social interaction is growing in its importance to successful communication. In addition to learning the grammar, vocabulary, and sounds of English, and using the language appropriately in specific situations, trainees must also understand others who use the language.

For example, an employee who is taking an order must be able to fill out an order form correctly and legibly. In addition, he or she must be able to ask for and use appropriate clarification techniques (e.g., ask questions), and must know how to use verbal greetings correctly. The last items are examples of speech acts. Others are refusing, warning, requesting, advising, denying, and opinionizing. Even though these acts have not been tested to see if they are critical to successful job performance, they are thought to be important in effective communication.

Semantic notions must also be a part of a VESL lesson. Some semantic notions are concepts of time (ways to express past, present, and future time), space (the difference between "to the right" vs. "from the right), frequency, and duration. Other cultural issues that must be incorporated into VESL lessons are these:

- o Touching
- o Punctuality
- o Physical greetings (handshaking, kissing, etc.)
- o Eye contact (direct vs. avoidance)
- o Proxemics (physical distance between speakers)
- o Roles of women in the workplace
- o Learning styles (orally vs. visually oriented)
- o Conversation openers and enders
- o Methods for interrupting and taking turns while speaking
- o Personal hygiene
- o Worker competitiveness
- o Socialization with co-workers and supervisors
- o Gift giving in the workplace
- o Intonation patterns (She didn't turn it. vs. She didn't turn it?)

In conclusion, the language that should be taught is the language needed by trainees to interact with their peers, their teachers, their co-workers, their supervisors, and their customers or clients.

Converting Vocational Lessons into VESL Lessons

Because there are few prepackaged materials available and appropriate for the numerous VESL classes that are taught, it is usually the VESL instructors who are responsible for the creation of much of the curricula and materials themselves. It is hoped and expected that given full-time employment for instructors and sufficient preplanning time, this lack of ready-made materials will not lower a program's standards and goals.

The first step in developing a VESL curriculum is for the course planner or instructor to determine the vocabulary to be taught and a time schedule for the instruction. The planner or instructor can discover the relevant language by conducting an assessment of the specific vocational areas using the following techniques:

- o Talking with vocational instructors about the language used in the classes and workplace
- o Reading course syllabi, outlines, and training materials and manuals for relevant language
- o Auditing vocational classes to witness firsthand the language of the occupation
- o Visiting job sites for clues about the actual language used on the job

- o Interviewing job counselors, employers, supervisors, customers, and employees themselves (LEP and non-LEP) about the language used.

1. The vocabulary of the vocational topic, tools, and tasks;

2. The communicative settings, functions, and roles (e.g., asking, refusing, explaining)

3. The language modes used (e.g., reading, writing, speaking, listening)

4. The structural (grammatical) forms of the language

5. Cultural information to reinforce effective language learning/language use in the vocational classroom and workplace.

The importance of collaborating with vocational education instructors, employers, counselors, and others cannot be stressed enough. They can provide details about materials, topics, and vocabulary to emphasize and review, can give explanations about the occupation that will help the VESL instructor comprehend the materials and trades themselves, and can suggest relevant teaching techniques.

From this needs assessment will also come information about the job skills, performance objectives, and sequenced tasks that must be reinforced in the VESL class. With these data and the vocabulary gleaned from those in the vocational field mentioned above, the instructor will have in-hand the most important elements in the planning process.

The second step involves the instructor's linguistic analysis of the vocational vocabulary to identify those grammatical elements that are essential for discussing vocational tasks. This analysis will identify the occurrence of such structures as command forms, formation of negatives, question formation, singular and plural nouns, preposition usage, telegraphic speech, and often in the vocational arena (See number 4 in the list of language areas to be taught--structural forms of the language). Once the grammatical components have been identified, it is necessary to match them to the language skills identified in step 1 (reading, writing, listening, and speaking). This will help instructors select the specific practice activities to use later.

It is worth mentioning again that the sequencing of grammar skills from easiest to most difficult may seem the most logical and most beneficial for those learning the skills of English, but trainees may benefit even more from a sequence that culls the language skills from the vocational materials. This way, trainees will practice and learn the grammar as it is actually used in the field. Trainees are then able to meet the real demands of their classes and the workplace.

At this point, cultural information that needs to be taught should be identified and listed. An example of the information to be included in a VESL lesson might be "interpersonal relationships with peers and supervisors." Although our culture and others expect trainees to ask their peers and supervisors questions, some cultures, consider this behavior not just rude or in bad taste, but forbidden. It results in a loss of face in front of classmates and supervisors alike. Appropriate alternatives should be considered to encourage trainees from such cultures to ask questions. For instance, the trainee might ask questions after class when all the other trainees have gone, get someone else to ask the question, or have another person accompany him or her when asking the question. Beware, however, of offering cultural alternatives that break U.S. cultural rules themselves.

Included in this cultural information is some knowledge of the trainees' preferred learning styles. If an instructor knows that certain trainees are accustomed to and successful with learning orally as opposed to visually, care can be taken to include learning tasks in the VESL lesson that take advantage of this strength. It is not suggested, however, that instructors only teach to the preference; trainees must be acquainted and feel comfortable with both styles of learning/teaching as both styles are used in the U.S. educational system.

The following pages include a typical vocational education job sheet that has been analyzed by a VESL instructor. After the sheet was analyzed, nine sample exercises were created to show how the job-related language found in the sheet can be practiced.

Job Sheet

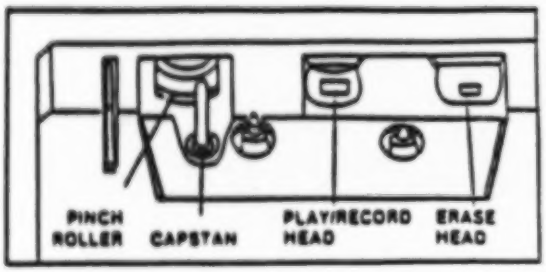
Course: Maintaining/Servicing Cassette Recorders Job Sheet No. 27

Performance Objective No. 35

TASK: Clean and demagnetize tape heads

MATERIALS/EQUIPMENT FOR PERFORMANCE OF TASK:

Tape player/recorder to be serviced
Cotton swabs
Isopropyl alcohol (80-90%)
Demagnetizing device



STANDARD FOR PERFORMANCE OF TASK:

Oxide materials buildup, dust, and magnetism must be removed from tape heads

PROCEDURE:

1. Position head so it is accessible for cleaning by placing tape player/recorder in the RECORD mode.
2. Dip cotton swab into alcohol and wipe against rim of bottle.
3. Rub swab on heads, capstan, pinch roller, flywheel bearing, and rubber drive wheels.
4. Using a dry cotton swab wipe off excess alcohol.

NOTE: Dry thoroughly before using.

5. Demagnetize head with battery-powered demagnetizer or a drop-in cassette demagnetizer unit.
6. Press stop button and close door on tape player.

The following are examples of some of the different types of exercises that can be easily made and used in the VESL classroom. They are based on the previously appearing job sheet.

Sample Exercises

Exercise One - What do you call. . . ?

Answer the following questions using a compound noun. Be sure to use the correct articles! (This exercise can be oral or written.)

1. What do you call a machine that records tapes?
   _____
2. What do you call a device that demagnetizes?
   _____
3. What do you call a button that stops a machine?
   _____
4. What do you call swabs made of cotton?
   _____
5. What do you call wheels that drive a motor?
   _____
6. What do you call the mode on a recorder that records?
   _____
7. What do you call a head that has been demagnetized?
   _____
8. What do you call machines that play tapes?
   _____
9. What do you call tools that use battery-power?
   _____
10. What do you call tapes that you pre-record?
    _____

Exercise Two - Imperatives

Rewrite the following paragraph using imperatives. Find TEN (10) commands within the paragraph.

To clean and demagnetize a tape head, technicians must first arrange the head so it can be cleaned easily. They will next engage the record button. Technicians should then immerse a cotton swab in the isopropyl alcohol and remove excess moisture by pressing the swab against the rim of the bottle. The fifth step involves rubbing the swab over the heads, capstan, pinch roller, flywheel bearing, and rubber drive wheels. The technicians must remember to wipe off all excess alcohol from these parts. Note: technicians will damage the equipment if it is not dry before being used. Next, technicians will demagnetize the head with a battery-powered demagnetizer or cassette demagnetizing unit. The final two steps involve pressing the stop button and closing the door on the tape player.

Write your commands below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Exercise Three - Prefixes

Make a new word using the correct prefix (UN-, DE-, RE-, EX-).

1. complicate _____
2. position _____
3. moralize _____
4. use _____
5. president _____
6. interrupted _____
7. dry _____
8. activate _____
9. penetrable _____
10. employed _____
11. tape _____
12. obvious _____
13. cooperative _____
14. student _____
15. record _____

Exercise Four - How do you . . . ?

Make short answers using by + -ing and the clues in parentheses.

1. How do you clean tape heads? (isopropyl alcohol)
   _____

2. How do you remove excess alcohol? (wipe off)
   _____

3. How do you get alcohol on the swab? (dip)
   _____

4. How do you turn off a tape recorder? (press)
   _____

5. How do you get alcohol on the heads? (rub)
   _____

Note: by + -ing requires some additional instruction in spelling. For verbs ending in a silent -e, drop the -e before adding -ing (using, wiping). For verbs ending with a single vowel and a single consonant and having stress on the final syllable, double the final consonant before adding -ing (dipping, rubbing).

Exercise Five - Listening Comprehension

As you listen to this lecture, fill in each blank with ONE WORD.

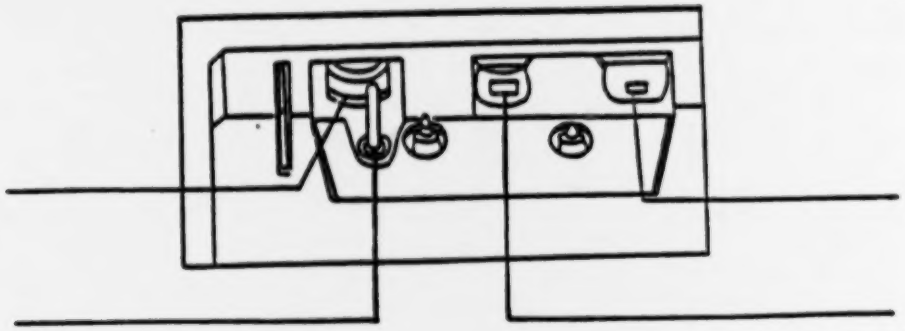
To clean and demagnetize a tape head, technicians must arrange the head so it can be cleaned easily. They will next engage the record _____. Technicians should then immerse a cotton _____ in the isopropyl alcohol and _____ excess moisture by pressing the swab against _____ rim of the bottle. The fifth _____ involves rubbing the swab over the _____, capstan, pinch roller, flywheel bearing, and _____ drive wheels. The technicians must remember _____ wipe off all excess alcohol from _____ parts. Note: technicians will damage _____ equipment if it is not dry _____ being used. Next, technicians will _____ the head with a battery-powered demagnetizer _____ cassette demagnetizing unit. The final two steps _____ pressing the stop button and _____ the door on the tape player.

Exercise Six - CLOZE Drill

Using the same paragraph from Exercise Five, have the students fill in the blanks, this time in writing.

Exercise Seven - Labeling

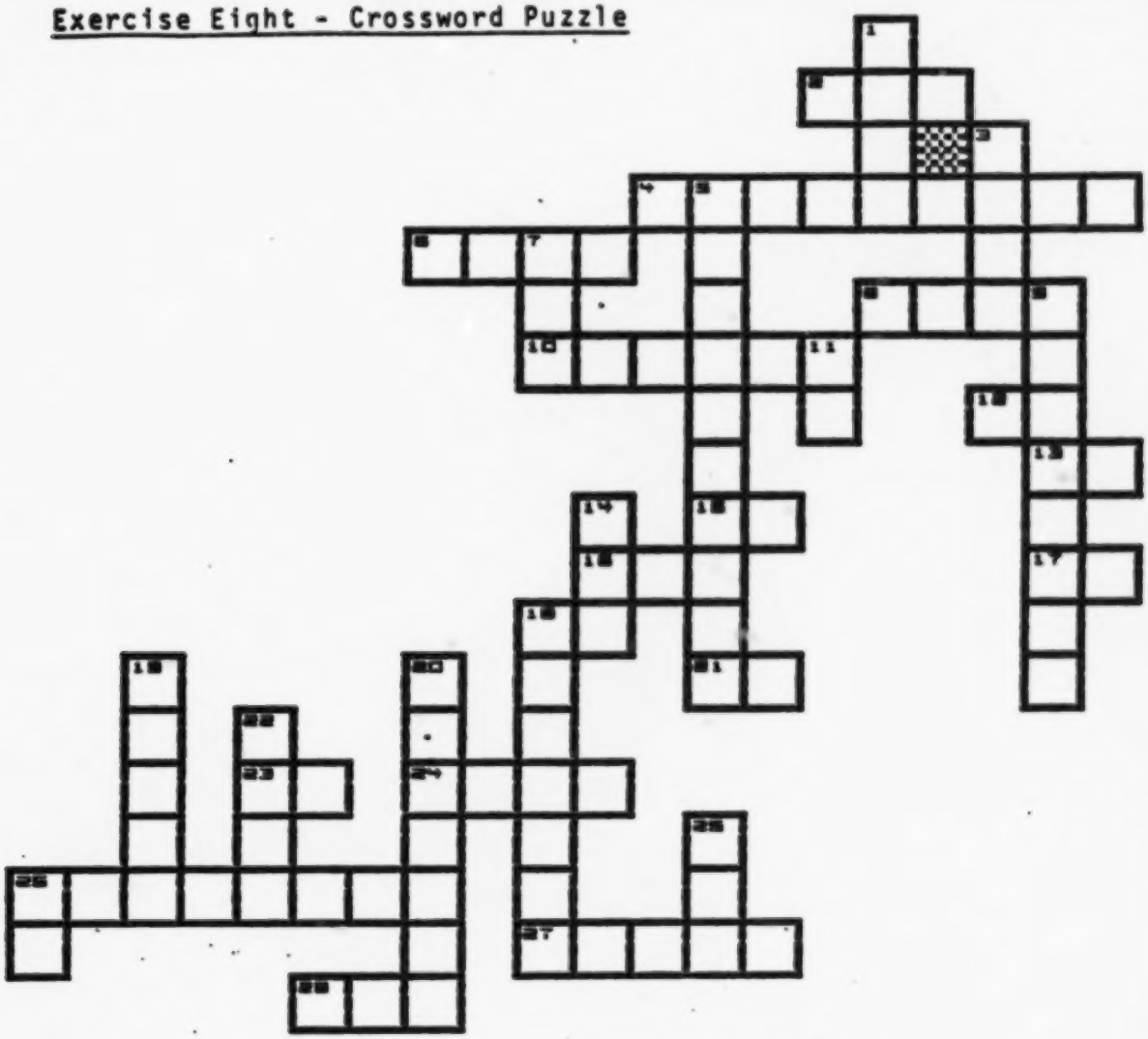
Write the correct name of each part of this tape recorder in the correct blanks.



Exercise Eight - Crossword Puzzle

(See Following Page)

Exercise Eight - Crossword Puzzle



ACROSS CLUES

2. edge
4. attraction
6. position
8. dirt
10. abundance
12. purchase order (abbrev.)
13. again (prefix)
15. for example (abbrev.)
16. use friction
17. not (prefix)
18. via
21. former (prefix)
23. not off
24. can
26. place
27. push
28. pad

DOWN CLUES

1. device for holding things securely
3. immerses
5. able to get to
7. ready
9. complete
11. because
14. remove moisture
18. accumulation
19. cleans
20. along the edge
22. price
25. type of energy
26. 3.1416

Exercise Nine - Culture Lesson

Being a good listener, whether in person or over a phone line, is necessary for effective communication to take place. A good "English listener" must be an active participant while listening. Active participation requires some verbal acknowledgment through-out the conversation. This participation can be as little as "Hmm" or "Right" or "Yeah" or "I know what you mean", but it must be something, or the speaker may interpret the silence as a sign of not paying attention or not being interested. In some cultures, silence is a sign of respect; the listener would never even consider saying anything to interrupt the speaker. But whatever the signs or behaviors of a good listener are in whatever culture, they must be discussed and practiced in the VESL class if the trainee wishes to be considered a good listener.

Along with being a good listener, an English speaker must be able to ask questions to get clarification for things that were not clear or understood. And it is expected that this clarification come at approximately the same time as the garbled information happens. When teachers in this culture ask if everyone understands, they expect those who do not to speak up then and there. In some cultures, this asking, let alone answering, would never occur. It is the students' responsibility to understand the information at the time it is given. In other cultures, a student may ask for clarification, but only after class. In others, it is common for another student to ask the question for the one who doesn't understand; it is important to "save face". Again, whatever the methods English speakers deem appropriate and inappropriate for getting clarification in this culture, they must be discussed and practiced in class. Role play is one effective way to practice these two cultural behaviors in realistic and meaningful settings.

For More Information

Freidenberg, J., and Bradley, C. A Handbook for Vocational English as a Second Language. Bloomington, IL: Meridian Education Corporation, 1988.

IX. COUNSELING AND SUPPORT SERVICES

As was mentioned in Chapter VI, intake and assessment, the counselor plays an important role right from the beginning. In fact, an assessment of support service needs is an integral part of the intake process. Next, the counselor should provide trainees with a comprehensive orientation to the community. When trainees are recent immigrants or have lived exclusively in a monolingual environment, they may have very little knowledge of the community and the public services that are available. Community orientation topics such as the following will enable these trainees to adjust more quickly to this strange, new environment:

- Community and public agencies providing support services
- Cultural values differences between the U.S. and the trainees' native countries
- Culture shock--how to recognize it and what to do
- Documentation, including I-94 form, alien registration number, social security number, and work permit
- Emergency telephone numbers
- Food: shopping and preservation
- Health services
- Housing assistance
- Money, credit, and money management
- Police
- Public assistance regulations
- Public transportation
- Social interaction, including nonverbal communication

After becoming involved with trainees during the intake and orientation process, counselors meet with trainees regularly (at least weekly) throughout the training period to discuss personal or training-related problems or any other kinds of concerns. Although the counselor's role may seem less visible, it is often sound, culturally sensitive counseling that determines whether or not an LEP trainee can make it through the training program successfully. Peterson and Berry (1984) provide sources for and types of support services.

Types of Support Services

Advocacy Assistance
Alcohol Abuse Counseling
Casework
Cash Assistance, Dependency Allowances
Child Care
Child Care Instruction
Child Development Instruction
Citizenship and Naturalization Requirements
Citizenship Instruction Classes
Clothing
Community Orientation
Community Social/Human Service Agencies Available
Consumer Awareness Training
Crisis Intervention Counseling
Cultural Awareness Training
Dental Care and Hygiene
Driver Education
Drug Abuse Counseling
Ear Examination and Hearing Aids
Education/Training Supplies/Tools
Emergency Medical Care
Emergency Shelter/Housing
Energy Conservation
Escort Services
Eye Examiners and Glasses
Family Counseling, including Marital Counseling
Family Planning Instruction
Financial/Money Management
Follow-up on Service Delivery
Food Assistance, Emergency and Supplemental
Food Stamps
GED Classes and Other Adult Basic Education Courses
Homemaking/Home Management Training
Housing Referral/Assistance
Income Tax Preparation
Information and Referral Services
Instructional Materials, such as Textbooks
Insurance Orientation
Legal Services and Counseling
Medical Care/Mental Health Care Practices in the U.S.
Mental Health Care/Social Adjustment Counseling
Nutrition and Food Care Education
Personal Counseling
Personal Security/Protection Training
Physical Health Care
Prenatal Instruction
Protective Services
Public Aid/Welfare Registration
Public Assistance
Recreational/Social Activities
Rehabilitation Services for the Handicapped

School Registration for Children
Social/Cultural Adjustment Counseling
Social Security Card/Work Permit Registration
Testing Services
Tools Needed for Training and Work
Training Stipends/Training Allowances
Translation/Interpretation Services
Transportation Allowances/Funds
Transportation Orientation
Tuition Grants, Loans, Waivers
Worker's Compensation Insurance

Sources For Support Services

Individuals:

Former trainees
Sponsors
Volunteers

Community Organizations, Groups:

Churches, religious organizations
Community fund organizations
Community social and service organizations
Minority language service and advocacy organizations
Voluntary agencies and organizations

Business and Industry:

Community relations departments of businesses and industries

Public Agencies and Institutions:

Educational institutions
Human/social service agencies

For More Information

Peterson, M., and Berry, D. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Washington, DC: Kirschner Associates, 1984. (Chapter 8).

X. JOB DEVELOPMENT AND PLACEMENT

Since the federally funded BVT programs usually boast of placement rates ranging from 85 to 100 percent, the role of the job developer is crucial (although the initial labor market needs assessment and the subsequent choices of appropriate kinds of training programs actually set the stage for eventual successful job placement). The job developer in a BVT program has several unique roles: to prepare LEP trainees for the "culture" of the American workplace, to find actual jobs for LEP trainees, and to prepare employers for linguistically and culturally different employees. For example, unlike many English-speaking trainees, LEP individuals may need assistance with immigration regulations; understanding things like social class, job mobility, and affirmative action; general workplace procedures such as dress and grooming, nonverbal behavior, time, breaks, meetings, office contributions, unions, terminations, and relationships; and how to navigate job search procedures.

Peterson and Berry (1984) describe the duties of a job developer in a BVT program:

- o Assists in screening and selecting trainees from among the applicants for the program
- o Interviews new trainees to assess their needs for job training, supportive services, and employability instruction
- o Identifies employers who are likely targets for development efforts
- o Maintains contacts with employers on a continuing basis for job development and public relations purposes
- o Explains the program (and its successes) and the characteristics of trainees to employers, unions, community leaders and the public through private meetings, speeches, and the media
- o Obtains detailed information regarding employers' hiring requirements and policies, characteristics of specific workplaces, wage scales, fringe benefits, etc.
- o Encourages employers to visit and observe the training program and to host trainee field visits to the employers workplace
- o Provides/Arranges for others to provide group employability instruction for trainees
- o Provides individual counseling and coaching to trainees for job preparation and adaptation to the job. Identifies specific job openings with employers and assesses their appropriateness for the trainees
- o Maintains a system of records for the job development/ placement effort and for trainee job readiness
- o Matches employer requirements with the skills and needs of each trainee
- o Refers trainees to employers for job applications and interviews and assists trainees, as necessary and appropriate, in these activities

- o Conducts immediate follow-up contacts with employers and trainees to verify placements and to identify problems in obtaining jobs
- o Provides additional counseling to trainees, as appropriate, for job-hunting purposes and for on-the-job problems
- o Consults with employers and former trainees regarding former trainees' on-the-job problems
- o Conducts follow-up contacts with trainees and employers to document trainees' employment status, earnings, job satisfaction, and performance on the job; maintains records in seconds of follow-up contacts and results
- o Participates in design of activities for recognition of employers who have hired trainees or otherwise provided the program with assistance or support
- o Provides information and analysis to program managers and other staff on job development activities and the findings of follow-up contacts
- o Conducts analysis of demand for any new training occupations planned for the program
- o Takes the lead role in planning the curriculum and arranging for employability instruction
- o Participates in planning vocational and/or job-related English curricula

For More Information

Friedenberg, J. and Bradley, C. Finding a Job in the United States. Lincolnwood, IL: National Textbook Company, 1988.

Peterson, M., and Berry, D. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Washington, DC: Kirschner Associates, 1984. (Chapter 10 - 11).

XI. PROGRAM EVALUATION

Like any other educational programs, BVT programs should be evaluated. Program evaluation should be conducted by an external evaluator who has expertise in both program evaluation and BVT. BVT program evaluators use a variety of evaluation designs, including a simple formative-summative (or process-product) design or the more elaborate CIPP (context-input-process-product) design. No matter which design is chosen, it should also be able to measure the program against the major components of the BVT model.

In order to better document the success of BVT programs as well as to continue to improve their effectiveness, BVT program evaluation has recently become a strong area of focus. In fact, in 1987 one project addressed the issue of program evaluation, developing a BVT statistical summary form, and produced a BVT program evaluation guide. Subsequent to the completion of that project, more emphasis as well as funding has been allotted to the evaluation component of each federally funded BVT project to ensure that the procedures described in the evaluation guide can be followed.

The evaluation guide focuses on planning the evaluation, measuring English language proficiency, and using the BVT Statistical Summary Report.

Planning the Evaluation

In relation to planning the evaluation, the guide provides an overview of the evaluation process including two main parts:

1. Conducting a local evaluation to assess the extent to which the program is providing stable employment, increased job-related English language proficiency, increased learning capability, and greater career advancement opportunities for LEP adults

2. Carrying out a standardized reporting process using a Statistical Summary Report form.

The guide then describes how to select an evaluator, distinguish among the roles of the project director, evaluator, and project staff, allocate resources for the evaluation, and define the scope of the evaluation (setting, implementation, and outcomes).

Measuring English Language Proficiency

Although increased job-related English proficiency is a major goal of the federal BVT programs, it is the most difficult element to measure, and the evaluation project recognized this. Basically, as Chapter VIII describes, the English as a second language that is taught in a BVT program is job specific. That is, the ESL is related to specific vocational classes, such as electronics, keyboarding, cosmetology, childcare, refrigeration, and so forth. Yet, there is no English assessment instrument available to measure growth in job-specific English. For the time being, the program evaluation guide recommends that BVT projects administer the Basic English Skills Test (BEST) as well as any other instruments that a Program wishes to use. The rationale for using an instrument that does not measure exactly what is provided in the training program is twofold. First, experience has shown that as job-specific English proficiency increases, so does general English proficiency. Second, the federal government needs a way to collect similar data across all projects and since BVT programs differ in the trades for which they provide training, having one general test is the best way, at this point, to see progress, nationally or program-wide.

The BVT Statistical Summary Report

The BVT Statistical Summary Report form was developed to help interested persons collect and report standard data from federal as well as other BVT projects. The data on this form include the number and characteristics of trainees, and the extent to which trainees have completed the program, increased their English skills, been placed and retained in jobs, and received promotions and increased earnings.

The first part of the form is completed at the beginning of each training cycle (usually BVT programs have 3 training cycles for 6 months each). The report is completed within 30 days of the end of each 6-month period. There are also 90-day and 180-day follow-up sections. All of their data are submitted to the Office of Adult and Vocational Education in The U.S. Department of Education so that they can have a picture of the success of the entire program and report these results to appropriate individuals in the Department as well as to relevant officials and interested persons.

For More Information

Development Associates. Bilingual Vocational Training Evaluation Guide. Alexandria, VA: Development Associates, 1988.